DOCUMENT RESUME

ED 043 899 CG 005 875

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TITLE	Social Factors and Educational Aspirations of Canadian High School Students.
INSTITUTION	University of Western Ontario, London.
PUB DATE	Oct 70
NOTE	105p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.35
DESCRIPTORS	Academic Achievement, Education, *Educational Attitudes, Educational Change, Educational Disadvantagement, *Educational Discrimination, Educational Interest, *Educational Opportunities, High Achievers, *Higher Education, High School Curriculum, High School Students, Social Influences

ABSTRACT

The introduction emphasizes the worth of higher education to individuals and society. The author cites social scietists' findings that social class, sex, residential background, parental and peer group interest, I.Q. and academic performance influence educational aspirations and achievement. In this paper, he intends: (1) to verify these conclusions with Canadian data; (2) to explore the relationship between these variables; (3) to explore the multi-dimensicnal nature of educational aspiration; and (4) to suggest guidelines for future research and educational policy. Data were collected by questionnaire from 1,609 urban and non-urban Canadian high school students. Findings indicate that upper class, urban, male students whose parents and peers show interest in their educational aspirations and who perform well in college-oriented curricula have the highest educational aspirations. It was concluded that the eduational system, in favoring this group, is far from democratic and open. Implications are discussed. (TL)

ED 043899

SOCIAL FACTORS AND EDUCATIONAL ASPIRATIONS OF CANADIAN HIGH SCHOOL STUDENTS

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October, 1970

(A Research Report Prepared for Canada Council in Connection With the Research Grant # 68-0862)

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CONTENTS

I. INTRODUCTION 1

II. METHODOLOGY 6

III. ANALYSIS OF DATA 8

IV. SUMMARY AND CONCLUSIONS 19

REFERENCES 23

APPENDIX A 27

APPENDIX B 81

Social Factors and Educational Aspirations of Canadian High School Students.*

I. Introduction

The importance of education has been noted by philosophers, politicians, and industrialists alike, though they disagree regarding the nature and scope of this importance. The classical thinkers mostly emphasized the "liberating" influence of higher education. According to them, education was primarily for self-development in a moral, intellectual, aesthetic, and spiritual sense. Their view of higher education was an "elitist" one. Plato is an example.

The place of education has taken a new turn in modern, industrialized, democratic countries. Throughout history only a selected few could afford the "luxury" of education. Education meant non-productivity. It is important to note in this connection that the word school in its original means "leisure." Education is no longer thought of in terms of a luxury for a leisure class. The phenomenal growth of this educated class in modern industrialized societies is well-known.[I]

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* This report is a product of the analysis of the data collected by the late Prof. H. Y. Kim, The author is grateful: to the Canada Council for providing the financial assistance for the analysis, to the University of Western Ontario for providing the facilities, to Mr. A. Bhatti for his technical assistance, and to the late Prof. Kim for providing the data.

The economic significance of education to industrialized nations is noted by several social scientists. It is inevitable that the advanced educational system should come into very close relationship with an advanced industrialized society: note Floud and Halsey.[2] The educated people are considered to be the best "capital" to the developed societies.[3] However, some thinkers are skeptical about the inevitable and beneficial relationship between education and economic progress. For example, Vaizey and Debeavais show that the relationship between education and economic development depends upon the stage of economic development of the society involved.[4] Anderson goes further and presents evidence to contradict the assumption of the unlimited power of advanced societies to absorb the educated men.[5]

Although there is no necessary or unilinear correlation between education and economic development, the fact remains that education has become the major road for social mobility in the West. The significance of ownership of property for social status and mobility has been on a steady decline, whereas the significance of education for social status and mobility has been steadily increasing--a point already noted by several social scientists.[6] The implication is that our society is becoming more and more "open" and democratic.

It is a unique feature of the twentieth century that the universities have become the "gatekeepers" of practically all the upperclass jobs in the industrialized countries.

Higher education means formal education. Training for upper class jobs means formal education in the universities. It is no wonder that there is a wide-spread faith in higher education in the government and in the educational circles.[7] It is also no accident that the university, the traditional birth place of radicalism, has become the target of the radicals. Basically, equalization of opportunities means the equalization of educational opportunities. Moreover, to a great extent, there is something irreversible about one's academic failure. Only a few would be able to start all over again after an academic failure or break.

Recently, higher education has acquired a new significance--a military significance. Higher education is increasingly considered as essential for national survival.[8] This is particularly true of the major powers of the world. Education will continue to gain its military significance as long as hostility exists between nations.

The functional relationship between education and democracy is also pointed out by several social thinkers. Democracy needs informed citizenry for its healthy functioning. There is some evidence to indicate that education is positively related to faith in liberal-democratic values. This implied relationship between education and liberal-democratic values is the basis of a 'liberal' education. The relationship between education and democratic values is exaggerated.[9] Though there is no necessary correlation between education

and democratic values,[10] in the modern industrialized society, education is power. To diffuse or decentralize power is to diffuse or decentralize the opportunity for education.

In general the worth of education to individuals and society is undeniable, whether the worth is "intrinsic" or "instrumental" in nature. The author holds the view that education is both intrinsically and instrumentally valid. In a society an undeveloped talent is a talent wasted. This does not mean that the author holds the view that education is the answer for all our ills or education should be expanded without any regard to the needs of a society. There are several countries in the world where educated people in certain categories are basically unemployed. Education must be emphasized, but within the framework of societal needs and demands.
It is important to open our eyes to the "dysfunctions" of higher education as we work at improving the educational opportunities, so that the period of transition will be a smooth one.

There has been a great deal of interest shown by social scientists in education. It has been repeatedly established that one's social class position, sex, residential background, parental interest, peer group interest, I.Q., and academic performance are related to his/her educational aspirations and achievement.[11] In this paper the author intends:

(I) to verify some of these conclusions with Canadian data, since most of the studies are on American data;

(2) to explore the nature of the relationship between

various independent variables and dependent variables. i.e. to point out the connections between the independent and dependent variables;

(3) to explore the multi-dimensional nature of the dependent variable--educational aspiration; and,

(4) to suggest some guidelines for future research and policy on education.

II. Methodology

Sample: The data were collected by a questionnaire method from the high school students (public) of London and St. Thomas, Ontario, during the academic year of 1968-69, by the late Prof. H. Y. Kim. London has a population of over 200,000, whereas St. Thomas has over 20,000. The cooperation from the administrators of both school systems was quite good. All the high school students from a stratified random sample of high schools form the sample. The size of the N for the London sample is 1160 and for St. Thomas, it is 449.

Questionnaires were also sent to the parents. However, the response rate was too low to form any statistical basis for analysis. So they are not included in this analysis.

Pretest: After the initial consolidation of a questionnaire with the help of the literature regarding educational aspirations, it underwent several modifications in the hands of "experts"--teachers, administrators, etc. Finally it was pretested in a small London sample, and then minor revisions were made on the basis of the pre-test. Thus, the questionnaire took its present form. (A copy of the questionnaire is attached in the Appendix).

Dependent Variable: Educational aspiration (dependent variable) is treated as a multidimensional variable. The following dimensions are dealt with in the analysis:

1. Decision or plan to continue education (Q. 2a)
2. Level of aspiration (Q. 7)

3. Type of institution student plans to attend (Q. 9)

4. Attitude toward grades (Q. 47)

Independent Variables: The following variables are treated as independent variables:

1. Sex (Q. 1)

2. Social class background: Father's education and occupation are taken as the two indicators of one's social class position. (Q. 20a & Q. 13)

3. Parental interest in children's education (Q. 23)

4. Grades: Percentage in grade eleven, the last one available, is taken as an indicator. (Q. 31)

5. High school program (Q. 40)

6. Peer group interest in continuing beyond high school (Q. 59)

7. Residential background: Two indicators are chosen. Those from London are considered to be from a large city, whereas those from St. Thomas are considered to be from a small city. The other indicator is the size of the place where one is brought up for the most part of his/her life. (Q. 38)

Statistics: The major technique chosen for analysis is Chi Square. The 0.05 level is chosen as the level of significance for the test of significance. The nature of the data do not permit any high-powered statistical techniques.

III. Analysis of Data

Social Class: It has been repeatedly pointed out by social scientists that educational aspiration is positively related to one's social class position.[12] The relationship between one's educational aspiration and social class background holds true even when pertinent variables such as I.Q. are controlled.[13] In fact, social class background could be regarded as the variable which is most studied in relation to one's educational aspiration.

Father's occupation and level of education are taken as indicators of one's social class background. From the data, according to tables # 2-8, it is clear that one's social class background is positively related to one's educational aspirations, as expected. The upper class students have more positive plans for higher education, have higher educational aspiration, and tend to go to college or university, as opposed to technical school, compared to their lower class counterparts. The relationship between father's occupation and one's attitude toward grades is not significant. However, the relationship between father's education and one's attitude toward grades is significant. In cultivating a more positive attitude toward grades, father's own personal educational experience is an asset. And it can be argued that the father's education is more important than his occupation in influencing the educational aspirations of his children.

Although the positive relationship between social class and educational aspiration has been already well established in the field, there is disagreement regarding the nature of the relationship. In other words, there is disagreement as to what specifically in the lower class background is contributing to the low educational aspiration of the lower class students. Four major factors have been isolated and established as contributing factors. They are: the poor economic conditions of the lower class,[I4] low level of interest shown by the parents in their childrens' education,[I5] cultural handicaps such as poor vocabulary of the lower class students,[I6] and teachers' or schools' "middle-class bias."[I7] Although all these factors may not be working in each case it is understood that all of them are contributing in most cases to some extent. In fact, there is evidence to support this understanding.[I8]

An examination of the data can shed some light on the nature of the handicap faced by the lower class students in their attempt to go higher on the educational ladder. The upper class children do tend to see the program they are in as more suited to them than their lower class counterparts (reference: tables I3 & I4). Moreover, the upper class tend to see greater chance to finish a degree or a diploma (reference: tables 9 & I0). Not only upper class parents show greater interest in the childrens' education, (reference: tables I5-I8), but also the friends of the upper class students show greater interest in education (reference: tables I9-20),

judging from the proportion of friends going to college. The upper class parents give more encouragement to do homework (reference: table 87); discuss more about school work at home (reference: table 88); want their children to be better students compared to what the lower class parents want (reference: table 89); and give greater importance to continuing the education of their children (reference: table 90). The upper class children have greater acquaintance with the post-secondary educational institutions, judging from their visit to a campus (reference: tables 2I & 22), and have greater knowledge about scholarship (reference: tables 23 & 24). It is no wonder that the upper class students show greater educational aspirations even when their grades are controlled (reference: tables 9I & 92).

Perhaps the greatest handicap the lower class students face in their education is the program they enter while in high school. They are over-represented in four year and technical programs as opposed to five year arts and science (reference: tables 25 & 26). In other words, a lower class student is structurally handicapped at the high school in addition to the cultural one he faces at home. The upper class children not only get into "better" programs (reference: tables 25 & 26), but also feel better adjusted to the program they chose (reference: tables II & I2), and see greater chance for completing a degree or diploma (reference: tables 9 & I0). In other words, the lower class students are caught up in a vicious circle. Our educational system tends to perpetuate the status quo, a

point which has already been noted by several social scientists.[19]

A conceptual clarification is necessary here. To present the lower class students as less interested in higher education is somewhat misleading. It is reasonable to assume that they are simply "realistic" about their chances of completing a degree or diploma rather than having lower educational aspiration. In fact, there is some evidence to substantiate this, according to the data presented in tables 9 & 10. Moreover, the lower class students show lower educational aspiration only when we compare their aspiration in absolute terms with their middle-class counterparts.[20] However, it must be kept in mind that such conceptual clarifications are somewhat "academic" in nature. They help to put the problem in a better perspective. But what counts in "real" life is one's absolute aspiration and not his/her relative aspiration.

Sex: There is ample evidence in the literature to substantiate the lower educational aspiration of females compared to the aspiration of the males.[21] Data, according to tables 27 and 28, add support to the above-mentioned conclusion. Not only do girls have lower educational aspiration (reference: table 27), but they also tend to go to technical school rather than to a university or college compared to the boys (reference: table 28). However, when it comes to a decision to go beyond high school, there is no difference between boys and girls (reference: table 29). This is largely due to the fact that a good many girls do intend to go to technical schools. The girls tend to have a

more positive attitude towards grades (reference: table 30), though the difference is a statistically insignificant one. It is important to note here that on crucial dimensions, educational aspiration and destination (type of institution), the girls do "lag" behind the boys.

It is reasonable to assume that the parents are more interested in their sons' education than in their daughters' education. According to table 3I, it is evident that the fathers show greater interest in their sons' education, a factor which might contribute to the greater educational aspiration of the males, and to some extent might account for females seeing less chance to finish a degree or diploma (reference: table 34). However, the girls do see greater usefulness for their present study to their future career (reference: table 32). This is mostly due to the fact that a large number of girls are enrolled in technical programs, the utility of which (for future careers) can be easily understood, unlike in arts and sciences (reference: table 38). Although, like the lower class students, the girls do see less chance to finish a degree or diploma, unlike the lower class students, the girls seem to be at least as adjusted as the boys as far as the suitability of the present program is concerned (compare table 35 with tables I3 and I4). Moreover, the girls make better grades in high school (reference: table 33). Regarding the "visit to a campus" (reference: table 36), and "knowledge about scholarship" (reference: table 37), there is no difference between boys and girls.

In spite of the facts that; the girls are as well-adjusted as the boys to their programs, see greater usefulness of their present learning for future careers, and make better grades than the boys, the former show less educational aspiration than the latter do. Like the lower class students the females enter the four-year programs and technical programs more so than the five-year arts and science programs (reference: table 38), show lower educational aspiration, and intend to go to technical schools after high school. There is no doubt that the educational system tends to perpetuate the male-dominated social system.

Residential Background; Another major factor related to educational aspiration is one's residential background. The urban students have greater educational aspirations compared to their rural counterparts, according to the literature.[22] The data (reference: tables 39-42) give further support to the above-noted urban-rural difference. The urban students are not only more positively inclined to go beyond high school (reference: table 40), but also show greater educational aspiration (reference: table 39). Moreover regarding the destination, the rural students, like the lower class and female students, tend to choose technical schools rather than college or university (reference: table 42). However, there is no difference between rural and urban students regarding their attitude towards grades. (reference: table 4I).

The relationship between residential background and educational aspiration can be further explicated by comparing the London sample with the St. Thomas sample, since London is

a city with a population of over 200,000 people and St. Thomas a small city with less than 25,000 people. The data (reference: tables 43-46) give further support to the urban-rural difference noted in the previous chapter. The London students have greater educational aspirations (reference: table 43), have more positive attitudes toward grades (reference: table 45), and tend to choose college or university as opposed to technical schools (reference: table 46). However, there is no difference in their decision to go beyond high school (reference: table 44). This is due to the fact that the rural students do tend to go for technical schools. It is important to note here that London is not only a larger city compared to the size of St. Thomas, but also a university town, unlike St. Thomas. The nearness to institutions of higher learning is positively related to educational aspirations.[23]

In exploring the nature of the relationship between educational aspirations and residential background, it is clear that rural students are handicapped in more than one way. For example, they know less about scholarships (reference: tables 49 & 50), have had less contact with a post-secondary institution (reference: tables 5I & 52), make poorer grades in high school (reference: tables 53 & 54), and see less chance to complete a degree or diploma (reference: tables 55 & 56). However, there is no difference between rural and urban students on "the suitability of the present program" and on the

"usefulness of the present learning to future career" (reference: tables 57-60), with an exception in table 60. This is probably accounted for by the fact that more rural students are in technical programs rather than in liberal arts (reference: tables 47 & 48), as in the case of females. The rural students also receive less parental encouragement to continue their higher education (reference: tables 6I & 62).

Like the females and the lower class students, the rural students are under-represented in the five-year arts and science programs, the only program geared to college or university education (reference: tables 47 & 48). In other words, rural students are handicapped to begin with, long befor they start the game, just like the females and the lower class students. The educational system tend to perpetuate the urban-dominated social structure.

Parental Interest in One's Education: In connection with the discussion on social class, sex, and regional background, the author has already assumed that parental interest in one's education is positively related to his/her educational aspiration. There is plenty of evidence to validate such an assumption.[24] The relationship between parental interest in one's education and his/her educational aspiration is positive, as predicted (reference: tables 63-65). Moreover, the relationship holds true for "the decision to go beyond high school" (reference: tables 66-68), for "attitude towards grades" (reference: 69-7I),

for "institutional destination" (reference: tables 72-74), and for the present high school program they are in (reference: tables 75-77). In other words, when the parents show greater interest in their children's education, the children tend to have higher educational aspiration, more positive attitudes toward grades, more positive decisions about going beyond high school, and tend to choose college or university as opposed to technical schools.

Peer Group Interest: The influence of peer group on one's life is noted by several sociologists.[25] There has been argument regarding the nature of peer group influence on one's education. The peer group is pictured as anti-intellectual on the one hand, and as not anti-intellectual on the other.[26] However, the main impact of the evidence is to picture the adolescents as more concerned about extracurricular activities than academic activities. It is reasonable to assume that those who plan to go to college are likely to influence their friends in doing the same, implicitly or explicitly. There is ample evidence to support this assumption.[27]

The present data also add support to the above-noted relationship between peer group interest and one's educational aspiration. The students whose friends, for the most part, plan to continue after high school, tend to have higher educational aspiration (reference: table 78), to have more positive attitudes toward grades (reference: table 80), to be more positive in their decision to go beyond high school

(reference: table 79), and tend to go to colleges and universities rather than technical schools (reference: table 8I), compared to the students whose friends are not planning to go beyond high school.

The High School Program: The author has already implied that the type of high school program of the student has a tremendous influence on his/her educational future. There is plenty of evidence to support the above-noted implication, according to the literature.[28] Turner calls it "a stratification by destination rather than by background," and points out that the former type of stratification is likely to be more heuristic compared to the heuristic validity of the latter.[29] According to the data, the students in technical programs show lower levels of educational aspiration (reference: table 82), are less decided about going beyond high school (reference: table 83), have less positive attitudes toward grades (reference: table 85), and tend to go to technical schools as opposed to university or college (reference: table 86). It must be remembered, in this connection, the previous observations that female, lower class, and rural students tend to be over-represented in the technical programs. Moreover, the students in technical programs tend to get less parental attention in their studies (reference: tables 75-77).

Grades: Since most of the colleges or universities require good grades from the prospective candidates to be admitted, it is reasonable to assume that grades do have an impact on

one's educational aspirations. In fact, there is evidence to indicate that grades are a major hurdle to overcome for the aspiring students, particularly for the lower class students.[30] The present data support the expectation about grades and educational aspiration. The students with better grades show greater educational aspiration (reference: table 95), show more positive attitudes toward grades (reference: table 96), show more positive decisions to continue beyond high school (reference: table 97), and tend to go to college or university as opposed to technical schools (reference: table 94), compared to the students who attain poor marks in their twelfth grade. Moreover, the students in the former group tend to think of their present program as more suited to their needs compared to the needs of the students in the latter group. It must be remembered, in this connection, that the author has already pointed out that the upper class students tend to make better grades (reference: tables II & I2), just as urban students tend to do (reference: tables 53 & 54).

IV. Summary and Conclusions

It is clear from the analysis of the data that structural, social-psychological, and situational factors do affect one's educational aspirations. Structural factors such as social class, residential background, and sex; social-psychological factors such as parental interest and peer group plans; and situational factors such as the kind of high school program of the student and grades in high school are related to one's educational aspirations as expected. The upper class students compared to the lower class students, male students compared to the females, and students from urban areas compared to the students from rural areas do show greater educational aspirations. Moreover, educational aspiration is positively related to one's parental and peer group encouragement and grades in grade eleven. The students in technical and four-year programs do show lower educational aspirations compared to their counterparts in five-year arts and science programs. There is a considerable waste of working class (reference: tables 9I & 92) and female ability (reference: tables 27 & 33).[3I]

Not only the above-mentioned variables are related to one's educational aspiration, but they are also interrelated. For example, the lower class students compared to the upper class students, not only are over-represented in technical programs, but also make poor grades, and get less encouragement from peers and parents. With minor exceptions, the same thing is true about female and rural students. They all seem to be

caught up in a vicious circle. They seem to lose the game before they start since they are over-represented in technical programs which are not geared for a college education. In other words, our educational system tends to perpetuate the urban, male, and upper-class dominated social system. It is far from being "democratic" and "open" at the moment. However, a note of caution must be introduced. It is possible that our educational system is becoming increasingly "open" and democratic. However, only historical material can answer this. The author does not have the historical materials to tackle this problem. However, there is no justification to call the recent increase in college enrollment an explosion as some people have suggested.[32]

In view of the principles of justice and democracy, the situation calls for a radical social change. Programs like summer school, adult education, and extension courses must be expanded, and they must be introduced to new areas of the province and the country where the people are not reached. Higher education must go where the people are, a decentralization process which will not only take the pressure from the large universities but also will introduce a new dimension to social life. The immense gathering of people in universities, urban centers, and factories do have a qualitative impact on the people gathered as well as on those left behind. At present, motivational tools must be developed to siphon off students and faculty to decentralized units. Though we can not expect any immediate effect from such a decentralization strategy,

the author feels that this project would be very beneficial in the long-range perspective. Moreover, education must be geared to the basic needs of the people. There is no point in over-producing engineers when the nation desperately needs more medical men, for example. The self-centered elitism in the form of professions, urban centers, and male upper-class dominated institutions must be diffused before it explodes.

For further research, it is fruitful to continue taking educational aspiration as a multidimensional phenomenon. However, many more dimensions may be added to the ones the author has examined. The meaning of a degree, for example, is a new dimension. Some might think of education (degree) more in occupational terms than in social terms compared to others. At what level does education become an intrinsic rather than instrumental phenomenon in one's life? The author had very little information regarding the reasons why the females, lower class, and rural students show lower aspirations. Is it lack of finances, educational boredom, or is it extra responsibilities involved in their life which keep them from going to college, for example? A comparison of the handicapped and the non-handicapped with the unexpected findings on educational aspiration is likely to be an extremely fruitful one. For example, what reasons account for some upper-class, male, urban students not wanting to go to college whereas some lower-class, rural females do want to go to college? A depth (intensive) interview of such select groups is likely to shed some light on the problem of motivation for higher education.

Methodologically, a path analysis, one which has been found useful already,[33] is a very good one, in the author's opinion, for the problem of educational aspirations. Starting with the structural background factors such as social class position and regional background, a path analysis can be developed through intervening variables such as parental interest and situational factors such as type of high school program and grades to the various dimensions of educational aspiration. Even more fruitful will be the merging or complimenting of the path analysis or any high-powered statistical analysis with qualitative approaches like intensive interviews, for example.

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2I. See for example: R. M. Pavalko and David R. Bishop, "Peer Influence on the College Plans of Canadian High School Students," The Canadian Rev. of Soc. and Anthro., Vol. 3, (I966), pp. I9I-200; D. Wolfle, "Educational Opportunity, Measured Intelligence, and Social Background," in Halsey et.al., (eds.), op.cit., pp. 232-233; Banks, op.cit., p.62.

22. See for example: Glen H. Elder, Jr., "Achievement Orientations and Career Patterns of Rural Youth," Soc. of Ed., Vol. 37, (I963), pp. 30-58; William H. Sewell, "Community of Residence and College Plans," ASR., Vol. 29, (I964), pp. 24-38; Seymour M. Lipset, "Social Mobility and Urbanization," Rural Sociology, Vol. 20, (I955), pp.220-228; Archie O. Haller and W. H. Sewell, "Farm Residence and Levels of Educational Occupational Aspiration," AJS., Vol. 62, (I957), pp. 407-4II; Cyrus M. Johnson and Alan C. Kerckhoff, "Family Norms, Social Change, and the Value of Change," Social Forces, Vol. 43, (I964), pp. I49-I56.

23. Wolfle, op.cit., pp. 233-235.

24. See for example: Barber, op.cit.; Kahl, op.cit.; G. E. Hill, "College Proneness: A Guidance Problem," Personal Guidance Journal, Vol. 33, (I954), pp. 70-73; J. Floud, et.al., Social Class and Educational Opportunity, London: Heinemann, (I956), pp. 89, I45; Sewell and Shah, op.cit.; David J. Bordua, "Educational Aspirations and Parental Stress on College," Social Forces, Vol. 38, (I960), pp. 262-269; Rehberg and Westby, op.cit.;

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25. James S. Coleman, "Academic Achievement and the Structure of Competition," in Halsey et.al., op.cit., pp. 367-387; Charles E. Bowerman and John W. Kinch," Changes in Family and Peer Orientation of Children Between the Fourth and Tenth Grades," Social Forces, Vol. 37, (I959), pp. 206-2II; Oscar W. Ritchie and Marvin R. Kolller, Sociology of Childhood, New York: Appleton Century Crofts, (I964), Ch. I2: "Peer Group;" Banks, op.cit., Ch 9: "The School as a Cosial System.' James S. Coleman, The Adolescent Society, Glencoe, Illinois: Free Press, (I96I).

26. See Banks, op.cit., Ch. 9: For the Conflicting nature of evidence.

27. Pavalko and Bishop, op.cit.; Walter L. Wallace, 'Peer Influences and Undergraduates' Aspirations for Graduate Study," Soc. of Ed., Vol. 38, (I965), pp. 375-392; Irving Kraus, 'Sources of Educational Aspirations Among Working-Class Youth,' ASR., Vol. 29, (I964), pp. 867-879; For further details, see Turner, op.cit., pp. I38-I4I; Rosen et.al., op.cit., 'The Impact of Micro-Social Structures: The Peer Group,' pp. 295-328.

28. George S. Counts, The Selective Character of American Secondary Education, Chicago: U. of Chicago Press, I922; R.E.Eckert and T.O.Marshall, When Youth Leaves School, New York: McGraw-Hill, (I938), p. 67.

29. Turner, op.cit., p. II8.

30. Banks, op.cit., pp. 77-78.

3I. For example, the girls have better grades in grade eleven (reference: table 33) whereas they have lower educational aspirations (reference: table 27), compared to the boys.

32. See Drucker, op.cit.

33. W. H. Sewell, A. O. Haller, and A. Portes, 'The Educational and Early Occupational Attainment Process," ASR., Vol. 34, (I969), pp. 82-92; Sewell and Shah, op.cit.

Appendix A

Table I: Educational Aspiration by Social Class (Father's Occupation)*

Social Class / Aspiration	Lower	Upper	Total
Low	448 (74.2)	40I (54.9)	849
High	I56 (25.8)	329 (45.I)	485
Total	604	730	I334

X^2=52.9; P< .05

*Taking father's occupation as an index of social class, professional, managerial and clerical occupations are grouped together as "upper class" whereas skilled, unskilled and farmers, as "lower class." Any level up to "graduating with a B.A. is considered as low educational aspiration while any level of graduation with a B.A. and above is considered as high educational aspiration for all tables.

Table 2: Decision to go Beyond High School* by Social Class (Father's Occupation)

Social Class / Decision	Lower	Upper	Total
Negative	272 (39.4)	I85 (22.3)	457
Positive	4I8 (60.6)	643 (77.7)	I06I
Total	690	828	I5I8

X^2=52.I; P< .05

*The response categories, "undecided," "definitely not," and"probably not" are treated as negative, whereas "probably yes," and "definitely yes" as positive.

Table 3: Choice of Educational Institution by Social Class (Father's Occupation)

Social Class / Choice	Lower	Upper	Total
Technical School	269 (49.I)	2I9 30.2)	488
College or University	279 (50.9)	506 (69.8)	785
Total	548	725	I273

X^2=47.I; P<.05

Table 4: Attitude Towards Grade by Social Class (Father's Occupation)*

Social Class / Attitude	Lower	Upper	Total
Negative	299 (43.5)	337 (4I.0)	636
Positive	389 (56.5)	484 (59.0)	873
Total	688	82I	I509

X^2=.89; P=N.S.

*The response categories, "don't care," "a passing grade," and "average grade" are treated as an indication of negative attitude towards grade, whereas "an above average grade," and "one of the highest grades" as positive attitude.

Table 5: Educational Aspiration by Social Class (Father's Education)*

Social Class / Aspiration	Lower	Upper	Total
Low	562 (72.4)	30I (53.5)	863
High	2I4 (27.6)	262 (46.5)	476
Total	776	563	I339

X^2=5I.3; P< .05

*Taking father's education as an index of one's social class position, educational level up to high school is considered as "lower class," whereas high school graduation and above, as "upper class."

Table 6: Decision to Go Beyond High School by Social Class (Father's Education)

Social Class / Decision	Lower	Upper	Total
Negative	I95 (26.3)	74 (I2.2)	269
Positive	546 (73.7)	534 (87.8)	I080
Total	74I	608	I349

X^2=4I.8; P< .05

Table 7: Attitude Towards Grades by Social Class (Father's Education)

Social Class / Attitude	Lower	Upper	Total
Negative	394 (44.8)	265 (39.I)	659
Positive	486 (55.2)	4I3 (60.9)	899
Total	880	678	I558

$X^2=5.0$; $P < .05$

Table 8: Choice of Educational Institutions by Social Class (Father's Education)

Social Class / Choice	Lower	Upper	Total
Technical School	338 (46.3)	I69 (30.4)	507
College or University	392 (53.7)	385 (69.6)	777
- Total	730	554	I284

$X^2=32.9$; $P < .05$

Table 9: Chances to Complete Education by Social Class
(Father's Education)

Social Class / Chances	Upper	Lower	Total
Above Average	240 (33.8)	I86 (27.I)	426
Average and Below	470 (66.2)	500 (72.9)	970
Total	7I0	686	I396

$X^2=7.3$; $p<.05$

Table I0: Chances to Complete Education by Social Class
(Father's Occupation)

Social Class / Chances	Upper	Lower	Total
Above Average	275 (35.6)	I58 (25.3)	433
Average and Below	497 (64.4)	466 (74.7)	963
Total	772	624	I396

$X^2=I7.I$; $P<.05$

Table II: Marks in Grade XI by Social Class (Father's Education)

Social Class / Marks	Upper	Lower	Total
70% and Above	25I (40.3)	279 (3I.5)	530
Below 70%	372 (59.7)	606 (68.5)	978
Total	623	885	I508

X^2=I2.3; P < .05

Table I2: Marks in Grade XI by Social Class (Father's Occupation)

Social Class / Marks	Upper	Lower	Total
70% and Above	3I7 (4I.I)	2I4 (33.I)	53I
Below 70%	454 (58.9)	432 (66.9)	886
Total	77I	646	I4I7

X^2=9.5; P < .05

Table I3: Suitability of Present Programme by Social Class
(Father's Education)

Social Class / Suitability	Upper	Lower	Total
High	478 (83.6)	634 (79.2)	III2
Low	94 (I6.4)	I66 (20.8)	260
Total	572	800	I372

X^2=4.0; P < .05

Table I4: Suitability of Present Programme by Social Class

Social Class / Suitability	Upper	Lower	Total
High	694 (82.7)	488 (78.8)	I[illegible]82
Low	I45 (I7.3)	I3I (2I.2)	276
Total	839	6I9	I458

X^2=3.4; P=N.S.

Table I5: Social Class (Father's Occupation) and Parental Interest in Children's Education*

Parental Interest / Social Class	Low	High	Total
Upper	293 (55.8)	232 (44.2)	525 (I00%)
Lower	250 (75.3)	82 (24.7)	332 (I00%)
Total	543	3I4	857

X^2=33.3; P<.05

*This table is limited to London.

Table I6: Social Class (Father's Education) and Parental Interest in Children's Education*

Parental Interest / Social Class	Low	High	Total
Lower	336 (73%)	I24 (27%)	460 (I00%)
Upper	202 (52.5)	I83 (47.5)	385 (I00%)
Total	538	307	845

X^2=38.4; P < .05

*This table is limited to London.

Table I7: Social Class (Father's Occupation) and Father's Interest in Children's Education*

Father's Interest / Social Class	Low	High	Total
Upper	I03 (73%)	38 (27%)	I4I (I00%)
Lower	I79 (89%)	23 (II%)	202 (I00%)
Total	282	6I	343

X^2=I3.7; P <.05

*This table is limited to St. Thomas

Table I8: Social Class (Father's Education) and Father's Interest in Children's Education*

Father's Interest / Social Class	Low	High	Total
Low	200 (90%)	22 (I0%)	222 (I00%)
High	83 (69%)	37 (3I%)	I20 (I00%)
Total	283	59	342

X^2=23.9; P<.05

*This table is limited to St. Thomas

Table I9: Social Class (Father's Occupation) by the Proportion of Close Friends Continuing After High School

Friends Continuing / Social Class	Less Than Half	More Than Half	Total
Upper	256 (3I%)	553 (69%)	809 (I00%)
Lower	326 (49%)	347 (5I%)	673 (I00%)
Total	582	900	I582

X^2=46.3; P < .05

Table 20: Social Class (Father's Education) by the Proportion of Close Friends Continuing After High School

Friends Continuing / Social Class	Less Than Half	More Than Half	Total
Lower	433 (50%)	434 (50%)	867 (I00%)
Upper	I67 (27.3)	445 (72.7)	6I2 (I00%)
Total	600	879	I479

X^2=82.I; P < .05

Table 2I: Visit to a Post-Secondary Institution by Social Class (Father's Education)

Social Class / Visit	Upper	Lower	Total
Yes	464 (74.2)	502 (56.8)	966
No	I6I (25.8)	382 (43.2)	543
Total	625	884	I509

X^2=48.5; P < .05

Table 22: Visit to a Post-Secondary Institution by Social Class (Father's Occupation)

Social Class / Visit	Upper	Lower	Total
Yes	58I (7I.0)	385 (36.4)	966
No	237 (29.0)	298 (63.6)	535
Total	8I8	683	I50I

X^2=34.9; P <.05

Table 23: Knowledge About Scholarship by Social Class (Father's Education)

Social Class / Knowledge	Upper	Lower	Total
Yes	543 (87.2)	7I6 (8I.4)	I259
No	80 (I2.8)	I64 (I8.6)	244
Total	623	880	I503

X^2=9.0; P <.05

Table 24: Knowledge About Scholarship by Social Class (Father's Occupation)

Social Class / Knowledge	Upper	Lower	Total
Yes	706 (86.0)	560 (82,2)	I266
No	II5 (I4.0)	I2I (I7,8)	236
Total	82I	68I	I502

X^2=3.9; P <.05

Table 25: High School Programme by Social Class (Father's Education)

Social Class / High School Programme	Lower	Upper	Total
Arts and Science 4 years	4I (4.6)	28 (4.6)	69
Arts and Science 5 years	324 (36.5)	388 (63.3)	7I2
Business and Commerce 4 years/ Special Comm.	225 (25.3)	77 (I2.6)	302
Business and Commerce 5 years	73 (8.2)	3I (5.0)	I04
Science, Tech. & Trade 4 years	I74 (I9.6)	63 (I0.3)	237
Science, Tech. & Trade 5 years	5I (5.8)	26 (4.2)	77
Total	888	6I3	I50I

X^2=III.2; P< .05

Table 26: High School Programme by Social Class (Father's Occupation)

Occupation / High School Programme	Professional, Clerical, Manager	Skilled, Semi-Skilled Unskilled	Total
Arts & Science 4 years.	37 (3.9)	33 (5.0)	70
Arts & Science 5 years.	5I4 (54.2)	245 (37.2)	759
Business & Commerce 4 years/ Sp. Comm.	I42 (I4.9)	I69 (25.6)	3II
Business & Commerce 5 years.	50 (5.3)	48 (7.3)	98
Science, Tech. & Trade 4 years.	I49 (I5.7)	I25 (I9.0)	274
Science, Tech. & Trade 5 years.	57 (6.0)	39 (5.9)	96
Total	949	659	I608

$X^2=52.9$; $P < .05$

Table 27: Educational Aspiration by Sex

Sex / Educational Aspiration	Male	Female	Total
Low	399 (58.I)	50I (69.3)	900
High	290 (4I.9)	222 (30.7)	5I2
Total	689	723	I4I2

X^2=I9.8; P < .05

Table 28: Choice of Educational Institutions by Sex

Sex / Educational Institution	Male	Female	Total
Technical School	2I5 (32.67)	302 (43.83)	5I7
College or University	443 (67.33)	387 (56.I7)	830
Total	658	689	I347

X^2=I7.7; P<.05

Table 29: Decision to Go Beyond High School by Sex

Sex / Decision	Male	Female	Total
Negative	234 (29.36)	260 (32.I)	494
Positive	563 (70.64)	550 (67.9)	III3
Total	797	8I0	I607

X^2=I.4; P=N.S.

Table 30: Attitude Towards Grades by Sex

Sex / Attitude	Male	Female	Total
Negative	345 (43.73)	327 (40.57)	672
Positive	444 (56.27)	479 (59.43)	923
Total	789	806	I595

X^2=I.6; P=N.S.

Table 3I: Education Father Wants by Sex

Sex / Education	Male	Female	Total
Low	386 (62.87)	480 (74.88)	866
High	228 (37.I3)	I6I (25.I2)	389
Total	6I4	64I	I255

X^2=2I.I; P < .05

Table 32; Usefulness of Present Learning for Career by Sex*

Sex / Usefulness	Male	Female	Total
Low	3I8 (40.30)	278 (34.36)	596
High	47I (60.70)	53I (65.64)	I002
Total	789	809	I598

X^2=6.0; P < .05

*The categories, "not good at all," and "not too good" are treated as low usefulness whereas, "fairly good," and "very good" are treated as high usefulness.

Table 33; Marks in Grade XI by Sex

Sex / Marks	Male	Female	Total
70% & above	222 (28.I)	347 (43.I)	569
Below 70%	567 (7I.9)	458 (56.9)	I025
Total	789	805	I594

X^2=38.9; P <.05

Table 34: Chances to Complete Education by Sex

Sex / Chances	Male	Female	Total
Above Average	25I (34.2)	303 (26.3)	554
Average & Below	483 (65.8)	848 (73.7)	I33I
Total	734	II5I	I885

X^2=I3.3; P < .05

Table 35: Suitability of Present Programme by Sex

Sex / Suitability	Male	Female	Total
Yes	576 (8I.24)	605 (80.88)	II8I
No	I33 (I8.76)	I43 (I9.I2)	276
Total	709	748	I457

X^2=.03; P=N.S.

Table 36: Visit to a Campus by Sex

Sex / Visit	Male	Female	Total
Yes	495 (63.I)	525 (65.4)	I020
No	290 (36.9)	278 (34.6)	568
Total	785	803	I588

X^2=I.07; P=N.S.

Table 37: Knowledge About Scholarship by Sex

Sex / Knowledge	Male	Female	Total
Yes	659 (83.6)	677 (84.3)	I336
No	I29 (I6.4)	I26 (I5.7)	255
Total	788	803	I59I

X^2=.I3; P=N.S.

Table 38A: High School Programme by Sex

Sex / Arts	Male	Female	Total
4 year	44 (II.49)	29 (6.46)	73 (8.77)
5 year	339 (88.5I)	420 (93.54)	759 (9I.23)
Total	383	449	832

X^2=6.5; P < .05

Table 38B: High School Programme by Sex

Sex / Basic Commerce	Male	Female	Total
4 year	55 (79.7I)	256 (75.29)	3II (76.04)
5 year	I4 (20.29)	84 (24.7I)	98 (23.96)
Total	69	340	409

X^2=.6; P=N.S.

Table 38C: High School Programme by Sex

Sex / Science	Male	Female	Total
4 year	246 (74.I0)	9 (I00)	255 (74.78)
5 year	86 (25.90)	0	86 (25.22)
Total	332	9	34I

X^2=3.I2; P=N.S.

Table 38D: High School Programme by Sex

Sex / 2 yr. Occup.	Male	Female	Total
	3 (27.27)	8 (72.73)	II (I00)

Table 38: High School Programme by Sex
(Total No. of Students for Tables A,B,C,D.)

	Male	Female	Total
Total	787	806	I593

Table 39: Educational Aspiration by Place of Residence

Residence / Educational Aspiration	Small Town & Rural	City	Total
Low	229 (76.0)	658 (6I.0)	887
High	89 (28.0)	4I8 (39.0)	507
Total	3I8	I076	I394

X^2=I2.5; $p < .05$

Table 40: Decision to Go Beyond High School by Place of Residence

Residence / Decision	City	Small Town	Total
Negative	355 (29.I)	I29 (35.4)	484
Positive	866 (70.9)	235 (64.6)	II0I
Total	I22I	364	I585

X^2=5.3; P <.05

Table 4I: Attitude Towards Grades*by Place of Residence

Residence / Attitude	City	Town	Total
Negative	502 (4I.3)	I6I (45.0)	663
Positive	7I3 (58.7)	I97 (55.0)	9I0
Total	I2I5	358	I573

X^2=I.5; P=N.S.

Table 42: Choice of Educational Institution by Place of Residence

Residence / Choice	City	Town	Total
Technical School	352 (34.3)	I59 (52.0)	5II
College or University	673 (65.7)	I47 (48.0)	820
Total	I025	306	I33I

X^2=30.9; P < .05

Table 43: Educational Aspiration by Place of Residence

Residence / Aspiration	London	St. Thomas	Total
Low	6I2 (60.3)	288 (72.5)	900
High	403 (39.7)	I09 (27.5)	5I2
Total	I0I5	397	I4I2

X^2=I8.5; P < .05

Table 44: Decision to Go Beyond High School by Place of Residence

Residence / Decision	London	St. Thomas	Total
Negative	343 (29.6)	I52 (33.9)	495
Positive	8I7 (70.4)	297 (66.2)	II40
Total	II60	449	I609

X^2=2.7; P=N.S.

Table 45: Attitude Towards Grades by Place of Residence

Residence / Attitude	London	St. Thomas	Total
Negative	457 (39.7)	2I4 (48.2)	67I
Positive	695 (60.3)	230 (5I.8)	925
Total	II52	444	I596

$X^2=9.5$; $P<.05$

Table 46: Choice of Educational Institution by Place of Residence

Residence / Choice	London	St. Thomas	Total
Technical School	34I (34.2)	I76 (50.3)	5I7
College or University	657 (65.8)	I74 (49.7)	83I
Total	998	350	I348

$X^2=28.4$; $P<.05$

Table 47: High School Programme by Place of Residence

Residence / Programme	Urban	Rural	Total
Arts & Science 4 year	46 (7.II)	26 (I4.77)	72
Arts & Science 5 year	60I (92.89)	I50 (85.23)	75I
Total	647I	I76	823

X^2=I0.I8; P <.05

Business & Commerce 4 year Special Commercial	244 (74.39)	65 (82.28)	309
Business & Comm. 5 year	84 (25.6I)	I4 (I7.72)	98
Total	328	79	407

X^2=2.I7; P= N.S.

Science Tech. & Trade 4 year	I7I (72.77)	83 (8I.37)	254
Science, Tech. & Trade 5 year	64 (27.23)	I9 (I8.63)	83
Total	235	I02	337

X^2=2.84; P= N.S.

Grand Total	I2I0	357	I567

Table 48: High School Programme by Place of Residence

Residence / Programme	London	St. Thomas	Total
Arts & Science 4 year	37 (6.37)	36 (I6.29)	73
Arts & Science 5 year	544 (93.63)	2I6 (85.7I)	760
Total	58I	252	833

X^2=I3.78; P <.05

Business & Commerce 4 year Special Commercial	233 (75.65)	78 (77.23)	3II
Business & Commerce 5 year	75 (29.35)	23 (22.77)	98
Total	308	I0I	409

X^2=.I03; P=N.S.

Science Tech., & Trade 4 year	I86 (75.00)	69 (74.I9)	255
Science, Tech. & Trade 5 year	62 (25.00)	24 (25.8I)	86
Total	248	93	34I

X^2=.023; P=N.S.

Grand Total	II37	446	I583

Table 49: Knowledge About Scholarship by Place of Residence

Residence / Knowledge	Urban	Rural	Total
Yes	I03I (85.3)	289 (23.9)	I320
No	I78 (I4.7)	73 (76.I)	25I
Total	I209	362	I57I

X^2=6.I; P <.05

Table 50: Knowledge About Scholarship by Place of Residence

Residence / Knowledge	London	St. Thomas	Total
Yes	978 (85.3)	359 (80.5)	I337
No	I68 (I4.7)	87 (I9.5)	255
Total	II46	446	I592

X^2=5.6; P < .05

Table 5I: Visit to a Campus by Place of Residence

Residence / Visit	London	St. Thomas	Total
Yes	784 (68.3)	237 (53.6)	I02I
No	364 (3I.7)	205 (46.4)	569
Total	II48	442	I590

$X^2 = 29.9$; $P < .05$

Table 52: Visit to a Campus by Place of Residence

Residence / Visit	Urban	Rural	Total
Yes	798 (66.2)	2II (58.4)	I009
No	407 (33.8)	I50 (4I.6)	557
Total	I205	36I	I566

$X^2 = 7.3$; $P < .05$

Table 53: Marks in Grade XI by Place of Residence

Residence / Marks	London	St. Thomas	Totai
70% & above	433 (37.6)	I37 (30.9)	570
Below 70%	7I8 (62.4)	307 (69.I)	I025
Total	II5I	446	I595

X^2=6.3; P <.05

Table 54: Marks in Grade XI by Place of Residence

Residence / Percentage	Urban	Rural	Total
70% & above	450 (37.0)	II3 (3I.4)	563
Below 70%	765 (63.0)	247 (68.6)	I0I2
Total	I2I5	360	I575

X^2=3.8; P=.05

Table 55: Chance to Complete Education by Place of Residence

Residence / Chances	Urban	Small Town & Rural	Total
Above Average	368 (32.7)	87 (26.4)	455
Average & Below	756 (67.3)	242 (73.6)	998
Total	II24	329	I453

$X^2=4.6$; $P < .05$

Table 56: Chance to Complete Education by Place of Residence

Residence / Chances	St. Thomas	London	Total
Above Average	92 (22.4)	37I (34.9)	463
Below Average	3I9 (77.6)	693 (65.I)	IOI2
Total	4II	I064	I475

$X^2=2I.4$; $P < .05$

Table 57: Suitability of Present Programme by Place of Residence

Residence / Suitability	London	St. Thomas	Total
Yes	85I (80.4)	333 (83.0)	II84
No	208 (I9.6)	68 (I7.0)	276
Total	I059	40I	I460

X^2=I.3; P= N.S.

Table 58: Suitability of Present Programme by Place of Residence

Residence / Suitability	Urban	Rural	Total
Yes	897 (80.0)	269 (84.9)	II66
No	224 (20.0)	48 (I5.I)	272
Total	II2I	3I7	I438

X^2=3.7; P=N.S.

Table 59: Usefulness of Person's Learning by Place of Residence

Residence / Usefulness	Urban	Rural	Total
Not Good	468 (38.45)	I22 (33.78)	590
Good	749 (6I.55)	239 (66.22)	988
Total	I2I7	36I	I578

X^2=2.5; P=N.S.

Table 60: Usefulness of Present Learnign in Future Career

Residence / Usefulness	London	St. Thomas	Total
Not Good	463 (40.I5)	I34 (30.04)	597
Good	690 (59.85)	3I2 (69.96)	I002
Total	II53	446	I599

X^2=I4.0; P<.05

Table 6I: Education Father Wants by Place of Residence

Residence / Education	Urban	Rural	Total
Low	623 (65.58)	232 (80.28)	855
High (B.A. & Beyond)	327 (34.42)	57 (I9.72)	384
Total	950	289	I239

$X^2=22.3$; $P<.05$

Table 62: Education Father Wants by Place of Residence

Residence / St. Thomas	St. Thomas	London	Total
Low	289 (82.33)	577 (63.83)	866
High	62 (I7.67)	327 (36.I7)	389
Total	35I	904	I255

$X^2=40.4$; $P<.05$

Table 63: Educational Aspiration by Education Parents Want*

Education / Aspiration	Low	High	Total
Low	462 (86.8)	33 (II.0)	495
High	70 (I3.2)	268 (89.0)	338
Total	532	30I	833

X^2=462.7; P < .05

*Limited to London sample.

Table 64: Educational Aspiration by Education Father Wants*

Education / Aspiration	Low	High	Total
Low	234 (85.I)	I0 (I7.5)	244
High	4I (I4.9)	47 (82.5)	88
Total	275	57	332

X^2=II0.6; P <.05

*Limited to St. Thomas sample

Table 65: Educational Aspiration by Education Mother Wants*

Education / Aspiration	Low	High	Total
Low	238 (85.6)	I2 (I7.9)	250
High	40 (I4.4)	55 (82.I)	95
Total	278	67	345

X^2=I27.7; P<.05

*Limited to St. Thomas sample

Table 66: Decision to Go Beyond High School by Education Parents Want*

Education / Decision	Low	High	Total
Negative	230 (39.9)	I4 (4.3)	244
Positive	347 (60.I)	3I3 (95.7)	660
Total	577	327	904

X^2=I34.9; P < .05

*Limited to London sample.

Table 67: Decision to Go Beyond High School by Education Father Wants*

Education / Decision	Low	High	Total
Negative	I06 (36.7)	2 (3.2)	I08
Positive	I83 (63.3)	60 (96.8)	243
Total	289	62	35I

$X^2=27.0$; $P < .05$

*Limited to St. Thomas sample.

Table 68: Decision to Go Beyond High School by Education Mother Wants*

Education / Decision	Low	High	Total
Negative	I2I (38.7)	6 (8.3)	I27
Positive	192 (61.3)	66 (91.7)	258
Total	313	72	385

$X^2=24.3$; $P < .05$

*Limited to St. Thomas sample.

Table 69: Attitude Towards Grades by Education Parents Want*

Education / Attitude	Low	High	Total
Negative	275 (47.7)	97 (29.8)	372
Positive	301 (52.3)	228 (70.2)	529
Total	576	325	901

$X^2=27.4$; $P < .05$

*Limited to London sample.

Table 70: Attitude Towards Grades by Education Father Wants*

Education / Attitude	Low	High	Total
Negative	156 (54.7)	16 (31.4)	172
Positive	129 (45.3)	35 (68.6)	164
Total	285	5I	336

$X^2=9.4$; $P < .05$

*Limited to St. Thomas Sample.

Table 71: Attitude Towards Grade by Education Mother Wants*

Education / Attitude	Low	High	Total
Negative	155 (51.7)	22 (30.6)	177
Positive	145 (48.3)	50 (69.4)	195
Total	300	72	372

$X^2=10.3$; $P < .05$

*Limited to St. Thomas sample.

Table 72: Choice of Educational Institution by Education* Parents Want

Education / Choice	Low	High	Total
Technical School	252 (52.3)	20 (6.5)	272
College or University	230 (47.7)	289 (93.5)	519
Total	482	309	791

$X^2=175.7$; $P < .05$

*Limited to London sample.

Table 73: Choice of Educational Institution by Education Father Wants*

Education / Choice	Low	High	Total
Technical School	133 (59.4)	5 (9.4)	138
College or University	91 (40.6)	48 (90.6)	139
Total	224	53	277

$X^2=43.2$; $P < .05$

*Limited to St. Thomas sample.

Table 74: Choice of Educational Institution by Education Mother Wants*

Education / Choice	Low	High	Total
Technical School	147 (62.0)	6 (9.5)	153
College or University	90 (38.0)	57 (90.5)	147
Total	237	63	300

$X^2=55.5$; $P < .05$

*Limited to St. Thomas sample.

Table 75: High School Programme by Education Father Wants*

Education / Programme	Low	High	Total
Arts & Science 4 year	30 (18.07)	2 (3.85)	32
Arts & Science 5 year	136 (81.93)	50 (96.15)	186
Total	166	52	218

$X^2=6.40$; $P<.05$

Business & Commerce 4 year/ Special Commercial	42 (67.74)	1 (50.0)	43
Business & Commerce 5 year	20 (32.26)	1 (50.0)	21
Total	62	2	64

$X^2=.28$; P=N.S.

Science, Tech. & Trade, 4 year	46 (77.97)	1 (14.29)	47
Science, Tech. & Trade, 5 year	13 (22.03)	6 (85.71)	19
Total	59	7	66

$X^2=12.38$; $P<.05$

Grand Total	287	61	348

*Limited to St. Thomas sample

Table 76: High School Programme by Education Parents Want*

Education / Programme	Low	High	Total
Arts & Science 4 year	27 (13.04)	5 (1.85)	32
Arts & Science 5 year	180 (86.96)	266 (98.15)	446
Total	207	271	478

$X^2=23.6$; $P<.05$

Business & Commerce 4 year/ Special Commercial	172 (79.26)	4 (20.0)	176
Business & Commerce 5 year	45 (20.73)	16 (80.0)	61
Total	217	20	237

$X^2=33.8$; $P<.05$

Science, Tech. & Trade, 4 year	119 (85.0)	8 (25.0)	127
Science, Tech. & Trade, 5 year	21 (15.0)	24 (75.0)	45
Total	140	32	172

$X^2=49.1$; $P<.05$

*Limited to London sample.

Grand Total	564	323	887

Table 77: High School Programme by Education Mother Wants*

Education / Programme	Low	High	Total
Arts & Science 4 year	32 (20.4)	2 (2.8)	34
Arts & Science 5 year	125 (79.6)	69 (97.2)	194
Total	157	71	228

X^2=11.9; P .05

Business & Commerce 4 year/ Special Commercial	58 (75.3)	1 (33.3)	59
Business & Commerce 5 year	19 (24.7)	2 (66.7)	21
Total	77	3	80

X^2=2.6; P=N.S.

Science,Tech. & Trade, 4 year	54 (80.6)	2 (25.0)	21
Science, Tech. & Trade, 5 year	13 (19.4)	6 (75.0)	19
Total	67	8	75

X^2=11.7; P .05

Grand Total	301	82	383

*Limited to St. Thomas sample.

Table 78: Educational Aspiration by Friends Plans to Continue After High School

Friends Plans / Aspiration	None or Few	Most or All	Total
Low	465 (85.8)	273 (39.4)	738
High	77 (14.2)	420 (60.6)	497
Total	542	693	1235

$X^2=274.4$; $P<.05$

Table 79: Decision to Go Beyond High School by Friends Plans to Continue After High School

Friends Plans / Decision	Less than half	More than half	Total
Negative	355 (56.9)	123 (13.1)	478
Positive	269 (43.1)	818 (86.9)	1087
Total	624	941	1565

$X^2=340.2$; $P<.05$

Table 80: Attitude Towards Grades by Friends Plans to Continue After High School

Friends Plans / Attitude	Less than half	More than half	Total
Negative	294 (47.3)	358 (38.2)	652
Positive	327 (52.7)	580 (61.8)	907
Total	621	938	1559

$X^2=12.9$; $P<.05$

Table 81: Choice of Educational Institution by Friends Plans to Continue After High School

Friends Plans / Choice	Less than half	More than half	Total
Technical School	260 (55.1)	252 (29.8)	512
College or University	212 (44.9)	592 (70.2)	804
Total	472	844	1316

$X^2=81.2$; $p<.05$

Table 82: High School Programme by Educational Aspirations

Aspiration / Programme	Low	High	Total
Arts & Science 4 year	53 (16.0)	10 (2.4)	63
Arts & Science 5 year	279 (84.0)	400 (97.6)	679
Total	332	410	742

$X^2=43.2$; $P<.05$

Business & Commerce 4 year Special Commercial	262 (80.9)	9 (27.3)	271
Business & Commerce 5 year	62 (19.1)	24 (72.7)	86
Total	324	33	357

$X^2=47.0$; $P<.05$

Science, Tech. & Trade, 4 year	192 (84.2)	20 (31.7)	212
Science, Tech. & Trade, 5 year	36 (15.8)	43 (68.3)	79
Total	228	63	291

$X^2=68.7$; $P<.05$

Grand Total	884	506	1390

Table 83: High School Programme by Decision to Go Beyond High School

Decision / Programme	No	Yes	Total
Arts & Science 4 year	14 (36.8)	47 (6.4)	61
Arts & Science 5 year	24 (63.2)	691 (93.6)	715
Total	38	738	776

X^2=46.34; P < .05

Business & Commerce 4 year/ Special Commercial	146 (89.6)	103 (59.5)	249
Business & Commerce 5 year	17 (10.4)	70 (40.5)	87
Total	163	173	336

X^2=39.45; P < .05

Science, Tech. & Trade, 4 year	65 (95.6)	115 (60.8)	180
Science, Tech. & Trade, 5 year	3 (4.4)	74 (39.2)	77
Total	68	189	257

X^2=28.77; P < .05

Grand Total	269	1100	1369

Table 35: High School Programme by Attitude Towards Grades

Attitude / Programme	Negative	Positive	Total
Arts & Science 4 year	40 (11.9)	31 (6.3)	71
Arts & Science 5 year	296 (88.1)	459 (93.7)	755
Total	336	490	826

X^2=7.89; P < .05

Business & Commerce 4 year Special Commercial	134 (75.7)	177 (76.6)	311
Business & Commerce 5 year	43 (24.3)	54 (23.4)	97
Total	177	231	408

X^2=.046; P=N.S.

Science, Tech. & Trade, 4 year	118 (78.1)	135 (71.8)	253
Science, Tech. & Trade, 5 year	33 (21.9)	53 (28.2)	86
Total	151	188	339

X^2=1.78; P=N.S.

Grand Total	664	909	1573

Table 86: High School Programme by Choice of School

Choice / Programme	Business Teaching etc.	Community Coll. & University	Total
Arts & Science 4 year	35 (5.37)	30 (3.45)	65
Arts & Science 5 year	194 (29.75)	524 (60.30)	718
Business & Commerce 4 year	199 (30.52)	90 (10.36)	289
Business & Commerce 5 year	41 (6.29)	51 (5.87)	92
Science & Tech. 4 year	162 (24.85)	119 (13.69)	281
Science & Tech. 5 year	21 (3.22)	55 (6.33)	76
Total	652 (100)	869 (100)	1521

$X^2=189.0$; $P < .05$

Table 87: Parental Encouragement to do Home Work by Social Class (Education)

Class / Encouragement	Lower	Upper	Total
Mild	375 (42.4)	215 (34.4)	590
Strong	513 (57.8)	410 (65.6)	923
Total	888	625	1513

$X^2=9.4$; $P < .05$

Table 88: Discussion About School Subjects at Home by Social Class (Education)

Class / Discussion	Lower	Upper	Total
Once/Twice a month	442 (49.8)	255 (40.8)	697
Once/Twice a week	446 (50.2)	370 (59.2)	816
Total	888	625	1513

$X^2=11.8$; $P < .05$

Table 89 How Good a Student Father Wants by Social Class (Education)

Social Class / Quality	Lower	Upper	Total
Below average	286 (32.1)	149 (23.8)	435
Above average	606 (67.9)	476 (76.2)	1082
Total	892	625	1517

$X^2=12.1$; $P < .05$

Table 90: Importance Father Gives to Continue Education by Social Class (Education)

Social Class / Importance	Lower	Upper	Total
Not very Important	409 (46.1)	179 (28.7)	588
Very Important	478 (53.9)	445 (71.3)	923
Total	887	624	1511

$X^2=46.7$; $P < .05$

Table 91: Educational Aspiration by Social Class (Education) Controlling for Grades (Below 70%)

Social Class / Aspiration	Lower	Upper	Total
Low	409 (79.1)	227 (67.6)	636
High	108 (20.9)	109 (32.4)	217
Total	517	336	853

$X^2 = 14.3$ $P < .05$

Table 92: Educational Aspiration by Social Class (Education) Controlling for Grades (Above 70%)

Social Class / Aspiration	Lower	Upper	Total
Low	152 (59.4)	74 (33.0)	226
High	104 (40.6)	150 (67.0)	254
Total	256	224	480

$X^2 = 33.2$; $P < .05$

Table 93: Suitability of Present Programme by Marks in Grade XI

Marks / Suitability	70% and above	Below 70%	Total
Yes	463 (86.2)	711 (78.1)	1174
No	74 (13.8)	199 (21.9)	273
Total	537	910	1447

$X^2=14.4$; $P < .05$

Table 94 Choice of Educational Institution by Marks in Grade XI

Marks / Choice	70% and above	Below 70%	Total
Low	142 (27.62)	374 (45.33)	516
High	372 (72.38)	451 (56.67)	823
Total	514	825	1339

$X^2=41.9$; $P < .05$

Table 95: Educational Aspiration by Marks in .Grade XI

Marks / Aspiration	70% and above	Below 70%	Total
Low	237 (46.2)	659 (74.1)	896
High	276 (53.8)	230 (25.9)	506
Total	513	889	1402

X^2=111.0; P< .05

Table 96: Attitude Towards Grades by Marks in Grade XI

Marks / Attitude	70% and above	70% and below	Total
Negative	94 (16.5)	576 (56.6)	670
Positive	474 (83.5)	441 (43.4)	915
Total	568	1017	1585

X^2=240.0; P< .05

Talbe 97: Decision to Go Beyond High School by Marks in Grade XI

Marks / Decision	70% and above	Below 70%	Total
Negative	72 (13.9)	201 (23.3)	273
Positive	446 (86.1)	661 (76.7)	1107
Total	518	862	1380

$X^2 = 18.0$; $P < .05$

Appendix B

A STUDY OF THE EDUCATIONAL AND OCCUPATIONAL PLANS OF CANADIAN HIGH SCHOOL STUDENTS

(Student Questionnaire)

Conducted by: Han Y. Kim
Assistant Professor

Supported by: Canada Council
Research Grant
68-0862

Dear 12th Grade Student,

Under a Canada Council Research Grant we are conducting a study on "Educational and Occupational Plans among High School Students" in the areas of London and St. Thomas.

The purpose of this study is to increase our understanding of how high school students make their decisions about future education and jobs. We also hope that the knowledge gained from this study will be useful in providing satisfactory educational and job opportunities for young people.

After filling out your own questionnaire (white), please take the blue and pink questionnaires to your parents and ask them to fill them out and mail them directly to the Department of Sociology, University of Western Ontario, using the self-addressed envelope enclosed.

I appreciate your cooperation.

Sincerely,
(sd.)
H. Y. Kim

Instructions:

Most of the questions can be answered by <u>circling a number</u> opposite the answer which comes the closest to what you think. Please answer <u>all</u> questions to the best of your knowledge.

Please circle only <u>one</u> number for each question unless specified otherwise.

Please do not write your name on this questionnaire. All information will be treated anonymously and confidentially with no names being identified.

The number at the top of each questionnaire in only for the purpose of pairing the parents' and student's questionnaires together later for analysis.

If your parents did not agree for you to participate in the study, please make sure that you do <u>not</u> fill out this questionnaire.

1. Are you:

Male	1
Female	2

2.a) Do you plan to continue your formal education after completing high school?

Definitely yes	4
Probably yes	3
Probably not	2
Definitely not	1
Undecided	0

b) In your opinion, who has influenced you most in making this decision?

Father	1
Mother	2
Father and Mother equally	3
Brothers and sisters	4
Close friends	5
School principal	6
Teacher	7
Guidance teacher or counsellor	8
It is entirely my own decision	9
Other (please specify)	0

3. In continuing your formal education after high school, what do you plan to study as your major field of interest?
(check if you do not plan to continue after high school)

4.a) Have you ever heard about any type of scholarship or government loan program for education after high school?

Yes	2
No	1

b) If yes, from whom or where did you hear about it?

(please write down)

☐ Check if don't know

5.a) About how much of the total cost of your education after high school do you <u>expect</u> your family will pay?

All of the cost	4
A great deal of the cost	3
Some of the cost	2
None	1
Don't know	0

☐ Check if you do not plan to continue after high school.

b) If your family does not pay for all of your education after high school, what is the main way you will pay for the rest?

Summer job or part-time job during the year	5
Scholarship or bursary	4
Student loan	3
Other (please specify)	2
I have not thought about it yet	1

☐ Check if you do not plan to continue after high school.

6. How much education do you think your parents want you to have? (Circle one number)

Want me to finish high school only	1
Want me to go to technical school, nursing, or business school after high school	2
Want me to have <u>some</u> university or community college training	3
Want me to graduate with a B.A. degree	4
Want me to go beyond a B.A. degree, e.g. professional or graduate training	5
Other	6
Don't know	0

7. In continuing your formal education how far would you <u>like</u> to go?

I am not interested in finishing high school	1
Finish high school only	2
Technical, nursing or business school	3
Some university or community college training	4

Graduate with a B.A. degree	5
Go beyond a B.A. degree	6
Other	7
(please specify)	
Don't know	0

8. Suppose you continued your education after high school. Thinking of your ability, how good do you think your chances would be of being successful in getting a degree or diploma?

Much better than average	4
Better than average	3
Average	2
Below average	1
Don't know	0

9. Suppose you <u>do</u> continue your formal education, where would you intend to go?

University	9
Community college	8
College of Applied Arts & Technology	7
Agricultural college	6
Public school teacher training	5
Nursing school	4
Business college	3
Other	2
(please specify)	
I do not plan to continue	1
Don't know	0

10.a) What job do you <u>wish</u> to have most as a career?

(please be as specific as possible, e.g. electrical engineer, high school teacher, registered nurse)

☐ Check if you don't know

10b) How sure are you that you will get this job as a career?

Very sure	4
Somewhat sure	3
Somewhat unsure	2
Very unsure	I

11. How did you get interested in this particular career which you prefer?

12. Considering the opportunities for jobs today, what work or occupation do you <u>expect</u> to have as a career? (It may or may not be what you would like to have most)

(Be as specific as possible)

13. What is your father's main occupation?

(please be specific)

14. Describe briefly what your father does at his job.

15.a) Has your mother worked outside of your home for pay in the last year?

Yes, full-time	1
Yes, part-time	2
No	3

b) If yes, describe briefly what your mother does at her job outside the home.

16. Please indicate the name of the high school in which you are now enrolled.

17.a) How old were you on your last birthday?

_____years

b) How old is your father? (Please estimate if not sure)

_____years

c) How old is your mother? (Please estimate if not sure)

_____years

18. In what country were your parents born?

a) Father_____

☐ Check if born in Canada

b) Mother_____

☐ Check if born in Canada

19. If not born in Canada, how long have they been in Canada? (Please estimate if not sure)

a) Father_____years

b) Mother_____years

20.a) What was the highest level of education completed by your father? (Answer to the best of your knowledge).

Elementary school only	1
Some high school	2
Finished high school	3
Some college (or other post-secondary training)	4
Finished college	5
Post-graduate training	6
Other (please specify)	7

b) What was the highest level of education completed by your mother? (Answer to the best of your knowledge).

Elementary school only	1
Some high school	2
Finished high school	3
Some college (or other post-secondary training)	4
Finished college	5
Post-graduate training	6
Other (please specify)	7

21. What language to you use mostly at home?

English	2
Other (please specify)	1

22. How good a student do you think your parents want you to be in school?

One of the best in the class	4
Above average	3
Average	2
Just good enough to get by	1

23. How important do your parents feel it is for you to continue your education after high school?

Very important	4
Somewhat important	3
Not very important	2
Not important at all	1

24. How often do you and your parents discuss the subjects which you are taking in high school?

Just about every day	4
Once or twice a week	3
Once or twice a month	2
Seldom	1
Never	0

25. Do your parents encourage you to do your homework?

Very strongly	4
Somewhat strongly	3
Somewhat mildly	2
Very mildly	1

26. To what extent do you think your parents understand your problems in general?

Very well	4
Moderately well	3
Not too well	2
Not at all	1
Don't know	0

27. Please indicate the name of the street or neightourhood on which you live. (Identify by the closest intersection of streets and include the name of your town.

Street intersection_____
City or town _____

If you do not live in a town or city, please indicate your rural route number and town.
R.R.#_____
City_____

28. How long have you lived in this neighbourhood?

years_____

29. How important would you say that religion is to you in guiding your life?

Very important	4
Somewhat important	3
Somewhat unimportant	2
Not important at all	1

30. Who do you think understands your problems in general <u>best</u>?

Father	1
Mother	2
Father and Mother equally	3
Brothers and sisters	4
Close friends	5
School Principal	6
Teacher	7
Guidance Counsellor	8
No one	9
Other (please specify)	0

31. For each grade circle the number which corresponds to the percentage you got for that year. If you repeated any of these grades give the percentage you got the <u>first</u> time. (CIRCLE ONE NUMBER FOR EACH GRADE)

	Gr.9.	Gr.10	Gr.11
90%	1	1	1
80%+	2	2	2
70%+	3	3	3
60%+	4	4	4
50%+	5	5	5
40%+	6	6	6
Below 40%	7	7	7

32. Where do you think you stand in intelligence in relation to the students in your class?

Above average	5
Slightly above average	4
Just about average	3
Slightly below average	2
Definitely below average	1

33. What do you think the chances are that the things you are learning now will be useful in one way or another in your future career?

Very good	4
Fairly good	3
Not too good	2
Not good at all	1

34. Even with a good education, a person like me will have a tough time getting the job he wants.

Strongly agree	4
Agree	3
Disagrees	2
Strongly disagree	1

35. If my family were better off, I would have a better chance of getting ahead in life.

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

36.a) Has there ever been an adult <u>whom you knew</u> that you admired and respected to the extent that you wanted to follow the same career as that person?

Yes	2
No	1

b) If YES, what is his or her relationship to you?

(friend, uncle, etc.)_____

c) What is that person's occupation?

(Be as specific as possible)_____

37.a) Has there ever been a famous political figure, movie star, sports star, scientist, writer,etc. or other famous person that you have admired or respected to the extent that you wanted to follow the same career as that person?

Yes	2
No	1

b) If YES, what is that person's name?

_____

c) What is his or her occupation?

_____

38. Where were you brought up mainly?

City	1
Small town	2
Farm or other rural area	3

39. If you were born in another country indicate the number of most recent years you have lived in Canada.

years_____

Check if born in Canada.

40. In which high school program are you enrolled:

Arts & Science 4 year	1
Arts & Science 5 year	2
Business & Comerce 4 year	3
Business & Commerce 5 year	4
Science, Tech. & Trades 4 year	5
Science, Tech. & Trades 5 year	6
Other (please specify)	7

41.a) Have you always been enrolled in this program?

Yes	1
No	2

b) If NO, what program were you enrolled in previously?

Arts & Science 4 year	1
Arts & Science 5 year	2
Business & Commerce 4 year	3
Business & Commerce 5 year	4
Science Tech. & Trades 4 year	5
Science Tech. & Trades 5 year	6
2 year Occupational	7
Other (please specify)	8

41c) In what grade did you change your program last?

9th grade	1
10th grade	2
11th grade	3
12th grade	4
Never changed	5

42. If you have changed academic programs, please give the main reason(s) for your last change?

_____

43. Who helped you most to choose the program in which you are presently enrolled? (circle one number)

Father	1
Mother	2
Father and Mother equally	3
Brothers and sisters	4
Close friends	5
School Principal	6
Teacher	7
Guidance Counsellor	8
Own decision	9
Other (please specify)	0

44.a) Do you feel that the program you are enrolled in now is the most suitable one for you available in your school?

Yes	1
No	2
Don't know	3

b) If NO, what program do you think is most suited to you?

_____
(please specify)

44.c) Why did you enroll in your present program?

_____

45. Do you expect to complete your program with a diploma?

Yes	1
No	2
Don't know	0

46. If NO to Q.45. indicate the main reason for not completing your program. (CIRCLE ONE NUMBER)

To get a job 1
To make my own living and be independent 2
Poor marks or grades 3
To get married 4
Because of financial problems 5
Tired of school work 6
Other_____ 7
I plan to finish high school 8

47. What do you consider to be satisfactory grades for you?

I really don't care much 1
Any passing grade 2
Average grade is O.K. 3
An above average grade 4
One of the highest grades in the class 5

48. Have you ever failed a year in high school?

Yes 1
No 2

49. If YES to Q.48, please indicate the reason(s) that caused you to have to repeat that year.

_____
(please specify)
(If you failed more than once give the reason for the most recent failure.)

50. If something happened and you should have to stop school now, how would you feel about it?

I would do almost anything to try to stay in school 5
I'd try hard to continue with my schooling 4
I would be disappointed 3
I wouldn't care one way or the other 2
I would feel very happy--I would like to quit right now 1

51.a) Does your school have a place where students can find books, magazines and other information about different schools you might attend after high school?

Yes	2
No	1
Don't know	0

b) If YES, how often have you used these facilities?

Very often	4
Often	3
Occasionally	2
Never	1

52.a) Does your school have a place where students can find books, magazines and other information about different jobs?

Yes	2
No	1
Don't know	0

b) If YES, how often have you used these facilities?

Very often	4
Often	3
Occasionally	2
Never	1

53. If you could be remembered here at school for one of the four things below, which would you <u>want</u> it to be?

Brilliant student	4
Athletic star	3
Active in school clubs and organizations	2
Popular student	1

54. Of the people you know in your own age group, how many would you call close friends, (i.e. whose opinions, values etc. are important to you and whom you would discuss your personal problems with)?

_____(number)

55. Are your close friends in your own age group mostly:

School friends	4
Friends outside school	3
Combination of school-friends and friends outside school	2
Other_____ (please specify)	1

56. Among your close frineds in school, how many are planning to finish high school?

All of them	5
Most of them	4
About half of them	3
A few of them	2
None of them	1

57. Have any of your close friends left high school before finishing?

Yes	2
No	1

58. How important do <u>most</u> of your close friends think it is to continue their education after high school?

Very important	4
Somewhat important	3
Not very important	2
Not at all important	1

59. How many of your close friends plan to continue their education after high school?

All of them	4
Most of them	3
A few of them	2
None of them	1

60. Where are <u>most</u> of your close friends planning to go after high school?

University	1
Colleges of Applied Arts & Tech.	2
Teachers' College	3
Nursing School	4
Full-time job	5
Agricultural College	6
Other_____ (please specify)	7

61.a) Have you ever visited the campus of a university or other post-secondary school?

Yes	2
No	1

b) If YES, what was the opportunity?

A social event	1
On a tour	2
At a conference	3
Other_____ (please specify)	4

62.a) After high school how soon do you plan to continue your formal education?

Immediately after	6
One year after	5
Two years after	4
Three years after	3
More than 3 years after	2
I do not plan to continue	1

b) If not immediately after, what is the reason for delay?

---

63. When you were in Grade 9 did you expect ot continue your education after high school?

Yes	2
No	1
Wasn't sure	0

64. Who has helped you most so far in your thinking about the kind of school you might attend, or your area of specialization after high school?

Father	1
Mother	2
Father and Mother equally	3
Brothers and sisters	4
Close friends	5
School Principal	6
Teacher	7
Counsellor	8
Myself	9
Other_____ (please specify)	0

65. Whose opinion do you consider <u>most important</u> in making plans for what kind of job you would like to have as a career?

Father	1
Mother	2
Father and Mother equally	3
Brothers and sisters	4
Close friends	5
School principal	6
Teacher	7
Counsellor	8
My Own	9
Other_____ (please specify)	0

66. Do you feel you are well enough informed about the different kinds of jobs you could get ot make a good choice about your future career?

Very well	4
Quite well	3
Not too well	2
Not well at all	1

67.a) Have you ever talked to the guidance counsellor about any of your problems?

Yes	2
No	1
We have no guidance counsellor	0

b) If YES, did you go to him:

On your own initiative	2
Because you were called in to see him	1

c) What is your feeling with regard to seeking academic or career counselling from the school guidance counsellor?

Get if if I need or want it	1
The counsellor won't be able to help me much	2
It's like trying to "get in good" with the teacher	3
I have no particular attitude towards this question	4
Other_____ (please specify)	5

d) If you wish information that is not available in your guidance department concerning further education or career opportunities, would your connsellor be willing to obtain such material for you?

Yes	2
No	1
Don't know	0

68. How many <u>older</u> brothers and/or sisters do you have?

_____brothers
_____sisters

69. How many <u>younger</u> brothers and/or sisters od you have?

_____brothers
_____sisters

70. How many brothers and sisters do you have who are attending (or who have attended) a university or any other post-secondary school?

_____brothers
_____sisters

71. If a decision is made at home that you don't like, do you feel free to complain?

Yes	2
No	1

72. How much influence would you say you have in family decisions affecting yourself?

Yes	2
No	1

73. Do you think your school friends consider you to be:

More intelligent than average	4
Of about average intelligence	3
Below average intelligence	2
Much below average intelligence	1
Don't know	0

74. In your opinion, do your school friends consider you to be:

Very likeable	4
Quite likeable	3
Not very likeable	2
Not at all likeable	1
Don't know	0

75.a) Which daily newspaper(s) do <u>you</u> read <u>regularly</u>? (YOU MAY CIRCLE MORE THAN ONE)

Globe and Mail	4
London Free Press	3
St. Thomas Times Journal	2
Other_____ (please specify)	1
I seldom read a newspaper	0

b) Which section of these newspapers are you <u>most</u> interested in? (CIRCLE ONLY ONE)

Current world news	6
Current local news	5
Editorials	4
Cultural and Society news	3
Sports, weather, comics, etc.	2
Other_____ (please specify)	1

76.a) How many magazines does your family subscribe to <u>regularly</u>?

_____number

76.b) Write down the names of these magazines subscribed to.

_____

c) Which magazines do <u>you</u> read <u>regularly</u>? (These can include magazines which are not subscribed to by your family)

_____

77. How many books are in your home?

None or very few (0-10)	1
A few (10-24)	2
One bookcase full (25-99)	3
Two bookcases full (100-249)	4
Three or more bookcases full (250+)	5

78.a) On an average school day, how much time do you spend watching T.V.?

_____hours

b) On the average weekend how many hours do you spend watching T.V.?

_____hours

79. Please list in order of preference your three favorite T.V. programs.

1._____
2._____
3._____

80. How often do you use the school library facilities or the public library facilities to obtain books not required for school assignments?

Very regularly	4
Quite often	3
Seldom	2
Never.	1

Please indicate your agreement or disagreement with the following statements: (Please circle a number for each item).

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The majority of people go to college only to get a degree.	1	2	3	4
2. College is useless to girls who only intend to get married.	1	2	3	4
3. You cannot go to college in Canada unless your parents are quite well off.	1	2	3	4
4. Those who do not want to be independent go to college.	1	2	3	4
5. You do not have to have specific future goals to go to college.	1	2	3	4
6. One has to be quite smart to go to college.	1	2	3	4
7. A college degree gives you more security.	1	2	3	4
8. College is not for ordinary people.	1	2	3	4
9. College education broadens one's horizons.	1	2	3	4
10. College gives you the opportunity to meet more interesting people.	1	2	3	4
11. You can't go very far wrong by following your parents' advice about how much education you should have.	1	2	3	4
12. You can't go very far wrong by following your parents' advice about which occupation to enter.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
13. One must go to college if he wants to lead a decent life.	1	2	3	4
14. I would make any sacrifice to get ahead in the world.	1	2	3	4
15. A person can do anything he wants as long as he tries hard enough.	1	2	3	4
16. If a person is not successful in life it's his own fault.	1	2	3	4
17. A person whould try to do what he does better than anyone else.	1	2	3	4
18. Schools have no right to tell a student how to behave outside the high school, (smoking, drinking, etc)	1	2	3	4
19. It doesn't matter very much how hard you work in a class-- your grade is set when you first come in.	1	2	3	4
20. You have to get in good with teachers in order to get a good grade in high school.	1	2	3	4
21. Only a small group of students at this high school seem to run the activities and have all the fun.	1	2	3	4
22. Every time I try to get ahead something or someone stops me.	1	2	3	4
23. If I could change I would be someone different than myself.	1	2	3	4
24. I would do better in school if teachers didn't press me so hard.	1	2	3	4